**Interactive Read Aloud: Doreen Rappaport, Eleanor, Quiet No More: The Life of Eleanor Roosevelt**

**Name:** Rachel Fischhoff **Date:** February, 2012

**Doreen Rappaport, Eleanor**

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| **Target Grade: 5**  **Lesson Source/s: (if not original): n/a**  **Lesson Objective: Students will consider the conflicts and challenges faced by Eleanor Roosevelt as a window into her personal transformation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Standards:**  **Materials & Advanced Preparation: post-ited book, anchor/matrix chart \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Prior Knowledge and Skills Needed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Multicultural Component: This story gives a lot of evidence about the lives of white women historically. It also includes discussions of class-based inequity and racism. Definitely want to explore this a bit**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Key/New Vocabulary: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Interactive Read Aloud Lesson Procedure**

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| **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| * 1. **Connection** * I’m very excited to share this book today. It was written by Doreen Rappaport, and it is called Eleanor, Quiet No More: The Life of Eleanor Roosevelt. * Before we get started, let’s preview this book a bit. When I first picked it up, it immediately reminded me of another book we’ve shared as a read aloud. Can you guess what book I’m thinking of? (Martin’s Big Words). What might we expect to see in this book based on our previous experience with Doreen Rappaport’s work? * Eleanor Roosevelt is a very well known woman. She did a lot of great things—we’ll find out about many of them in this book. But the first thing she was famous for was being the first lady, like Michelle Obama. * As we read this book, I want you to pay particular attention to the changes—the transformations—Eleanor undergoes throughout her life. | * Active listening | * Active listening. |
| * 1. **The Read Aloud** * *I never smiled* * What do we know about E’s childhood? How would you describe her? * *She shocked me into thinking* * Hmmm, what’s changed? Has E changed? * *Sara told Eleanor what clothes to buy and what food to serve.* * It seems like E has trouble with her fam—Grandma and Sara boss her around a lot. Thumb on your knee if you can relate to being bossed around. How might E feel?**√** * *Franklin came down with a serious disease called polio…This was the most trying winter of my life* * Annotate: Polio was a very serious disease in this country and is still a very serious illness in other parts of the world. People who get polio often end up needed to use wheelchairs. People in the US don’t get polio anymore very much, because we get vaccinated. * A lot has happened! E is making a lot of tough decisions. What character traits might we use to describe her? * *She reminded women, who had recently won the vote…* * Think aloud: I’m remembering some of our social studies reading where we found out that women couldn’t vote in the original 13 British colonies—that was in the 1700s. Now it’s the 1900s and women have *just* won the right to vote. That’s a long time! **√** * DAR/Marian Anderson story: *To remain a member implies approval of that action.* * Eleanor is saying she has to leave the DAR—quit this old, powerful club—because she disagrees with a racist decision they made. Eleanor is saying that if she doesn’t leave and speak out, it’s the same as agreeing with their decision or approving of it. What do you think? If you don’t speak out against something wrong that’s happening around you, does that mean you approve? T&T. **√** * *The story is over, she told reporters. But Eleanor’s story wasn’t over.* * Any predictions? What’s next for E? * *We have to continue fighting for freedom of religion, freedom of speech, and freedom from want.* * What do these freedoms mean? Why are they important? | * Responses * T&Ts | * Listening to comments, answers, and partner talk |
| **Anticipated Responses/Outcomes:**   * What range of responses are you looking for? * What kinds of strategies do you think students will use? * How will stronger and weaker students work through the activity? | | |
| 1. **Closing and recording**  * E lived a long, busy life. She accomplished many things. How did she change over the course of her lifetime? * How did she change those around her? * Add insights to chart. | * Summarize ways we saw E change. * Infer/synthesize ways she changed her world. * Record thoughts on chart | * Charting * Closing the conversation. |
| 1. **Follow up**  * I’d love to read When Marian Sang as a follow up, since Marian Anderson is mentioned in this story **Yes! And we have to get the music to accompany. It’s a beautiful book, and they will love it. We can make sure to fit it in soon after you read this book. It will go 2-3 days. There are you tube clips of MA singing, also.** | * Students will continue thinking about conflicts, challenges, and strengths | * How will you assess the application of the strategy or comprehension of the key element you wanted to demonstrate using the text? |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?

Rachel,

Good outline. Let’s look at the book together when we plan on Tuesday, and I can also give you When Marian Sang.